

## Abstract

This paper aims at evaluating the Teacher In-Service training program (ISTTP) in Jerusalem and Ramallah/ AlBireh district in Palestine. The training courses which were evaluated are the ones given to the tenth grade science teachers who received training from the Palestine Ministry of Higher Education during the period 2005-2008. The methodology is one of the mixed qualitative - quantitative approaches. Tools of investigation were developed on the bases of previous studies relevant to the criteria of planning, implementation and application of in-service teacher training. The validity and reliability of these tools were tested after they had been refereed.

The planning was assessed by using the content analyses for all official relevant documents. The tools of content analysis were three check lists, while implementation of training course was assessed by using the questionnaires to assess the given training by both the trainers( the supervisors) and the trainees( the 10<sup>th</sup> grade science teachers). The application of what was taught in the training courses was assessed by using the interview in depth with a focus group of teachers who attended these courses. The aim was to evaluate the transfer of learning from the teachers view points, and to identify the detrimental factors to the intended training outcomes (ITOs).

Triangular data analysis revealed the following results: (1) the planning level of ISTTP does not fulfill the criteria of strategic planning at the requirements needed for the identified relevant tasks to such planning level. All tasks are identified with no exception. But the requirements for their fulfillments vary from one task to another. (2) The implementation level at the stage of planning lacks some of the needed requirements, and these requirements made the difference in making implementation weak from the teachers and the trainers view points. (3) The application level was found to lack the ability of transfer of learning specially in applying the technical skills in using the educational resources be it in the laboratory and /or the computer centers. The number of students per class is high, and there is a deficiency in instruments, equipment and material needed for application.

The detrimental factors that were identified by teachers include a) the administrative managements needed for guiding the implementation and /or the application level, b) the teaching materials and educational resources as training outcomes needed for the level of application, at the planning and implementation as well as the application levels, c) the presence of qualified personnel at the planning and /or the implementation levels. University teachers were not consulted at the planning level; neither were they invited to teach at the implementation stage, d) the time element was not dealt with properly neither at the planning nor at the implementation levels. Teachers teaching schedules were not dealt

with at any level of planning (neither at the strategic, implementation and or evaluation stage). This is also true for ignoring the teacher's participation in deciding the time for the teachers' training and /or the need for the teachers' improvement from their view point. E) The training courses were viewed positively by the trainers as far as the training objectives were concerned, and the same teachers rated the ISTTP courses as weak when it comes to training strategies and the models they set for teachers to transfer into the classroom.

Never the less the teachers rated their trainers as not qualified and pointed that the trainers are their supervisor. This role conflict (being trainer and supervisor) to the teachers is a blow to the (ISTTP). It is interesting to find that the teachers and the trainers observed the same mistake in the choice of time for the (ITTP ) during the years 2005- 2007, and yet nothing was done to consider this element in planning and/implementation.

The overall picture of (ISTTP) given by the Ministry of education is not as bright as one would like to see. Looking deeper into the generated data in this research one can see the financial requirements as serious sources for most limitations identified by the teachers, the trainers and, the researcher who participated in this study. The researcher in the end proposed a spider- web like model for developing (ISTTP). She also gave some recommendations at each level for improving the ( ISTTP).